

Title of Material: _____

Author: _____

Publisher: _____

ISBN #: _____

Reviewer: _____

Percentage of Standards: _____

Language Arts for Grade Six—possible 26 (Reading Content Knowledge & Skills)

(Number of Yes checks divided by 26 = percentage) _____

Language Arts – Part I: Reading

Section I - Idaho Achievement Standards

for

Grades 6



Section I Compatibility with the Idaho Achievement Standards

669. LANGUAGE ARTS/COMMUNICATIONS STANDARDS.

Language, the gateway to learning, provides our most powerful and readily available tool to represent the world to ourselves as well as ourselves to the world. Not only a means of communications, language serves as our primary instrument of thought, a defining feature of culture, and an unmistakable mark of personal identity.

724. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 6, SECTIONS 725 THROUGH 729.

725. READING.

Rationale: students read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:	YES	NO
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies and other visual information to fluently read and construct meaning from grade-level text: <ul style="list-style-type: none"> - Graphophonic sources (letter/sound); - Semantic sources (meaning/associations); - Lexical sources (word knowledge); - Syntactic sources (structure of written language); - Text elements (graphic elements, illustrations, and titles/subtitles). 	Indicate Page No.	
	b. Search purposefully for particular information: <ul style="list-style-type: none"> - Identify literal and inferential meanings; - Search own background information to make meaning of text passages; - Based on purpose for reading, search for most important information; - In order to understand plot development in narratives, search for information about characters and setting; - In order to understand text, search for expository text structures such as cause/effect, chronological order, problem/solution, and classification. 	Indicate Page No.	
	c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text: <ul style="list-style-type: none"> - Synthesize information from the text to anticipate outcomes. - Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text. 	Indicate Page No.	
	d. Monitor and adjust a response based upon more than one source of information from grade-level text.	Indicate Page No.	
	e. Confirm or self-correct predictions in response to grade-level text.	Indicate Page No.	

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Standard - The student will:	Content Knowledge and Skills:	YES	NO
01. Read a variety of traditional and electronic materials for information and understanding.	f. Draw inferences and conclusions from text.	Indicate Page No.	
	g. Identify literary devices: - Mood; - Tone; - Style; - Figurative language.	Indicate Page No.	
	h. Determine main idea or essential message within a text and identify relevant details and facts.	Indicate Page No.	
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, and myth.	Indicate Page No.	
	b. Activate and draw upon prior experiences to connect to reading selections.	Indicate Page No.	
	c. Relate social, cultural, and historical aspects of literature to reader's personal experience.	Indicate Page No.	
	d. Analyze narrative literature according to the following text elements: - Character; - Setting; - Plot structure; - Theme; - Point of view.	Indicate Page No.	
	e. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.	Indicate Page No.	

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Standard - The student will:	Content Knowledge and Skills:	YES	NO
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.	Indicate Page No.	
	b. Analyze literary text for following story elements: <ul style="list-style-type: none"> - Characters; - Setting; - Point of view; - Plot structure; - Theme; - Conflict; - Resolution. 	Indicate Page No.	
	c. Compare and contrast information from multiple sources.	Indicate Page No.	
	d. Use personal or objective criteria to do the following: <ul style="list-style-type: none"> - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments. 	Indicate Page No.	
	e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.	Indicate Page No.	
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Use questions to guide reading: <ul style="list-style-type: none"> - Identify type of information required to answer a specific question; - Use reasonable resources for answering questions; - Read for purpose of answering specific questions. 	Indicate Page No.	
	b. Systematically organize new information from expository text.	Indicate Page No.	

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Standard - The student will:	Content Knowledge and Skills:	YES	NO
	c. Synthesize what has been read: <ul style="list-style-type: none">- Identify main idea and supporting details;- Identify important information, patterns, and themes;- Connect new information with prior knowledge to enhance understanding and memory;- Ask new questions;- Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.	Indicate Page No.	
05. Read for technical information.	a. Read, understand, and apply technical information.	Indicate Page No.	
	b. Identify and use comprehension strategies to understand technical text.	Indicate Page No.	
	c. Apply knowledge of the following elements to understand text: <ul style="list-style-type: none">- Graphics;- Highlighting techniques;- Organizers.	Indicate Page No.	
	d. Identify organization of technical texts.	Indicate Page No.	
	e. Apply technical information to complete tasks.	Indicate Page No.	